

## THE EFFECT OF LEADERSHIP STYLES, MANAGERIAL SKILLS AND WORK DISCIPLINE ON THE JOB PERFORMANCE OF PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS

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### Abstract

*The objective of this research is to study the effect of leadership styles, managerial skills and work discipline on the job performance of principals of public senior high schools in Jakarta Province. This research used the survey method. The samples of this research were 89 persons selected randomly. The data were analyzed by using descriptive statistics and path analysis in inferential statistics. The results of the research concluded that: leadership styles, managerial skills and work discipline had a direct effect on the job performance of principals of senior high schools; leadership styles and managerial skills had a direct effect on principals' work discipline in public senior high schools, and leadership styles had a direct effect on work discipline of principals of public senior high schools. Therefore, to improve principals' job performance, leadership styles, managerial skills and work discipline should be improved.*

**Keywords:** *Leadership Styles, Managerial Skills, Work Discipline, and Job Performance*

To date, the quality of Indonesian human resources is still relatively low; therefore, it is often discussed and talked about in national forums. In a report on the Human Development Index, the position of Indonesian human resource quality is at the bottom. One of the main causes of the low quality of Indonesian human resources is due to the low quality of education. Educational institutions are the main pillar in molding superior human resources, so that the good or bad education institutions will have an impact on the quality of Indonesian human resources.

According to Mulyasa (2004: 29), the low quality of human resources is a fundamental problem that hinders Indonesia's economic development and establishment. Therefore, it is necessary to rearrange the efforts to gradually and continuously improve the quality of human resources through a qualified education system either through formal or non-formal education, ranging from a primary education to a higher one.

The quality of educational institutions is largely determined by the performance of their leaders or principals. The principal plays an important role in the overall school management process, which will greatly determine the quality of

the school he or she leads. Unfortunately, there are still many principals who have not performed optimally, for example, the performance of the principals of public senior high schools in Jakarta Province. An important indicator of principals' performance is academic achievement that can be inscribed by his/her students. In the school year of 2014/2015 public senior high schools in Jakarta were not included in the top ten, and this was even dominated by the Province of Bali. Public senior high schools in Jakarta Province also lost to Central Java Province, East Java Province and Banten Province in the achievement of National Exam (NE), which were able to break the top 10. A senior high school in Jakarta which was able to penetrate the top ten was in fact a private school as shown in table 1.

**Tabel 1.** Ranking Result of National Examination Year 2014/2015

<b>Rank</b>	<b>Public Senior High School</b>	<b>Total Score</b>	<b>Province</b>
1	SMA Negeri 2 Amlapura	512.2	Bali
2	SMA Negeri 1 Manyar	509.8	Jatim
3	SMA Negeri 1 Ubud	505.7	Bali
4	SMA Santa Ursula	505.7	DKI
5	SMA Negeri 1 Sukoharjo	504.9	Jateng
6	SMA Negeri 1 SMA Negeri	503.4	Bali
7	SMA Negeri 1 Singaraja	502.4	Bali
8	SMA Negeri 7 Purworejo	500.9	Jateng
9	SMA Negeri 2 Malang	500.2	Jatim
10	SMA Santa Ursula BSD	498.5	Banten

Source: <http://www.websitependidikan.com/2016/06/daftar-peringkat-10-besar-sma-terbaik-di-indonesia-berdasarkan-rangking-jumlah-nilai-un-tertinggi.html> (accessed on December 1, 2016)

To be more specific, the average scores of schools for the top 10 results of NE 2016 in the Science Program is SMAN 4 Denpasar (497,20), SMAN 1 Gianyar (494,14), SMAN 1 Denpasar (484,41), SMAN 2 Amlapura (482,31), SMAN Bali Mandara (464,72), SMAN 3 Denpasar (464,31), SMA Taman Rama Denpasar (458,26), SMAN 1 Semarapura (457,47), SMAN 1 Singaraja (448,42), SMA CHIS Denpasar (435,57). For Social Science Program, SMAN 4 Denpasar (466,15), SMAN Bali Mandara (456,41), SMAN 1 Gianyar (450,47), SMAN 2 Amlapura (450,28), SMAN 1 Singaraja (442,25), SMAN 7 Denpasar (430,22), SMAN 3 Denpasar (418,81), SMAN 1 Semarapura (410,71), SMAN 2 Semarapura (405,14), and SMAN 6 Denpasar (402,33) respectively. For Language programs, the top three of the best average school scores were SMAN 2 Amlapura (459,68), SMAN 1 Singaraja (445,19), and SMAN 1 Busungbiu (437,00). And the top three winners of the highest average score of Vocational School were SMK Kesehatan Bali Medika Denpasar (327,95), SMK Kesehatan Gana Husada Badung (319,92) and SMK Pandawa Abiansemal Badung (314,60).

It can be seen from the data above that none of Public senior high schools in Jakarta Province made it in the top 10 and the one who did was a private high school. Adequate educational resources and a much better level of teacher welfare than that in other provinces do not make a positive contribution to the national exam. This reflects that the performance of the principal of public senior high schools of Jakarta Province has not been inadequate.

The result of principals' competency test of 2015 also shows that the competence of vocational schools' principals is still lacking, as shown in table 2.

**Table 1.2.** Statistical Results of Vocational Schools' Principals' Competency Test of 2015

No	Criteria	Score
1	Average	52,03
2	Highest Score	75
3	Lowest Score	23
4	Deviation Standard	9,70
5	Total of participants	

Source: UPT PDSIP

The average score shows that the score of vocational school principals in Jakarta Province was 52.03, which means that these principals showed a low competence. Competence is measured by personal, managerial, supervision, entrepreneurship, and social aspects. These results provide a clear picture that the performance of vocational schools principals in Jakarta Province is low. It is also reinforced from the results of preliminary survey of 30 principals of vocational schools in Jakarta Province, which can be seen in table 3.

**Table 3.** The performance of Principals of Vocational Schools in Jakarta Province

No	Principal Performance Attributes	Average
1	Preparation of school work planning	3.1
2	Innovation in school development	3.3
3	Utilization of school resources	3.0
4	Management of teachers and staff	3.2
5	School services	3.5
6	Timely reporting of school work	3.6
7	Monitoring of school work program	3.4
8	Cooperation	3.2
9	Responsibility for tasks	3.8
10	Integrity in the execution of tasks	3.8
11	Speed of adaptation to change	3.1

12	Active participation in community activities	3.7
<b>Total Average</b>		<b>3.4</b>

Source: *Preliminary Research Results*

Based on the preliminary study presented above in the form of average scores, it is known that in general the principals of vocational schools in Jakarta Province is still lacking with an average score of 3.4 in the scale of 1 - 5. Aspects of the principals' performance assessed are preparation of school work planning, innovation in school development, utilization of school resources, management of teachers and staff, school services, timely reporting of school work, monitoring of school work program, cooperation, responsibility to the task, integrity in the execution of tasks, speed of adaptation to change, active participation in community activities.

Performance is the value of a set of behaviors that contribute negatively or positively to the achievement of organizational goals (Colquitt, LePine and Wesson, 2013). In another concept, Landy and Conte (2013: 157) explain that performance is an individual action or behavior that is relevant to the organization's objectives, as measured by individual skills. According to Bernardin *et al.* and Kane (in Russel, 2005: 204) performance can be seen from 6 criteria, namely quality, quantity, timeliness, cost effectiveness, supervision needs, and interpersonal impact. Performance conditions can, among others, be influenced by managerial skills, leadership styles, and work discipline.

The first is leadership styles. According to Walker and Miller (2010: 15) a leadership style is someone's pattern in interacting with colleagues, that is how one leads and trains the work of others, and how one gets it to produce the goods and services he is responsible for. The existence of a leadership style is crucial in fostering performance. This is seen in the research results of Pradeep and Prabhu (2011), which shows that the transformational leadership style has an influence on performance. The second is managerial skills. Managerial skills, according to Nagendra (2009: 11) are a set of knowledge, skills, attitudes and attitudes one needs to be effective on a wide scale of managerial jobs and varied types of organizations. Managerial skills are important to encourage good performance, because every job requires adequate skills in the field being occupied. The results of Hawi, Alkhodary, and Hashem (2015) research found that managerial competence has an effect on performance. The Third is work discipline. According to DeCenzo and Robbins (2010: 97), work discipline is the state of organization in which there is order, in which its members conduct themselves according to the rules and regulations, and behave acceptably. Discipline is also necessary for work to be done well. Research of Runtunuwu, Lopian, and Dotulong (2015) proves that the discipline of work affects performance. This research aims to know and analyze: (1) the direct influence of leadership style on principals' performance, (2) the direct influence of leadership style on principals' work discipline, (3) the direct

influence of managerial ability on principals' performance, (4) the direct influence managerial ability on the principals' work discipline, (5) the direct influence of work discipline on principals' performance, (6) the direct influence of leadership style on principals' managerial capability.

## METHOD

This research used the survey method. The population was 117 principals with 89 principals were taken at simple random. Data collection utilized rating scale questionnaires. The calculation results of performance variable reliability show coefficient Alpha = 0,958, of leadership style showed coefficient Alpha = 0,985, of managerial ability showed coefficient KR-20 = 0,997, and of work discipline showed coefficient Alpha = 0,950. Data analysis used path analysis.

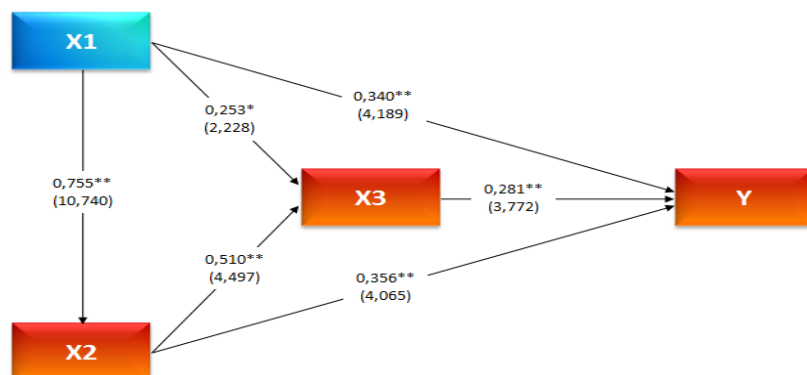
## RESULT

The data processing to answer the problem of research was carried out with path analysis calculation (path analysis) and the process was done with LISREL 8.8. The calculation results are presented in table 2 and figure 1.

**Table 2.** Summary of Path Coefficient and Test t

Path	Path Coefficient	$t_{\text{count}}$	$t_{\text{label}}$	
			$\alpha=0,05$	$\alpha=0,01$
$P_{y1}$	0.340	4.189**	1.988	2.635
$P_{y2}$	0.356	4.065**	1.988	2.635
$P_{y3}$	0.281	3.772**	1.988	2.635
$P_{31}$	0.253	2.228*	1.988	2.635
$P_{32}$	0.510	4.497**	1.988	2.635
$P_{21}$	0.755	10.740**	1.988	2.635

Remark: \* Significant at  $p \alpha=0.05$ ), \*\* Significant at  $\alpha=0.01$



**Fig 1.** Path Coefficient and  $T_{\text{count}}$  of The Influence of Leadership Styles, Managerial Skills, and Discipline on Performance

The results of path coefficient analysis calculation showed that leadership styles have a direct positive effect on performance obtained by 0.340 path coefficient with t-count 4.189 > t-table 2.635. Managerial skills have a positive direct effect on performance with path coefficient of 0.356 and t-count 4.065 > t-table 2.635. Work discipline has a direct positive effect on performance with path coefficient of 0.281 and t-count 3.772 > t-table 2.635. Leadership styles have a direct positive effect on work discipline with path coefficient 0.253 and t-count 2.228 > t-table 1.988. Managerial skills have a direct positive effect on work discipline with path coefficient of 0.510 and t count 4.497 > t-table 1.988. Leadership styles have positive direct effect on managerial skills with path coefficient of 0.755 and t-count 10.740 > t-table 2.635.

From the calculation of LISREL it was also obtained the probability value of Chi Square and RMSEA to test the accuracy of the model. The value of significance or p value for Chi Square is 1.000 > 0.05 and RMSEA (0.000) < 0.08. These results indicate that the theoretical model tested has represented or corresponded to the structure of equations based on empirical data. Thus, the results obtained from this study is in accordance with the existing theories.

In addition, three structural equations were also obtained. The first structural equation is managerial skills, which can be written as  $X_2 = 0.755 * X_1$  with  $R^2 = 0.570$ . From leadership style variables, a structural coefficient of 0.755 was obtained. The value of the structural coefficient is positive, thus indicating that the influence of leadership style is positive on managerial skills. Leadership style variables explain the variants of managerial skill variables of 0.570 or 57.0%. The second structural equation is work discipline,  $X_3 = 0.253 * X_1 + 0.510 ** X_2$  with  $R^2 = 0.519$ . Based on the structural equation it is known that discipline is influenced by the variable of leadership styles with the structural coefficient of 0.253 and managerial ability with structural coefficient of 0.510. All structural coefficients are positive, indicating that both variables have a positive influence on discipline. Contribution of leadership variables and managerial skills in explaining the variation of discipline variables is equal to 0.519 or 51.9%. The third structural equation is performance,  $Y = 0.340 ** X_1 + 0.356 ** X_2 + 0.281 ** X_3$ , with  $R^2 = 0.767$ . Based on these structural equations, it is known that the performance is influenced by leadership style variables with a structural coefficient of 0.340, managerial ability with a structural coefficient of 0.356 and discipline with a structural coefficient of 0.281. All structural coefficients are positive, indicating that the three variables have a positive effect on performance. Contribution of variable of leadership style, managerial ability and discipline in explaining variation of performance variable is equal to 0.767 or 76.7%.

## **DISCUSSION**

This study shows that leadership styles have a positive and significant influence on performance. The existence of these positive influences indicates that improved leadership will lead to improved principals' performance. These findings indicate that the ability of the principal as a leader in representing positive behaviors in accordance with the wishes, expectations and needs of subordinates will have implications for improving the performance of principals.

The influence of leadership on performance can occur because the existence of leadership in the organization is vital. Without effective leadership, organizations will tend to be stagnant. The vitality is related to the existence of the organization as a collection of people who work together to achieve common goals that in reality require the presence of leaders. In this case, leaders are required to coordinate the activities of individuals within the organization to achieve the goals. As the coordinators, leaders must have certain strengths, skills, or competencies that distinguish them from subordinates. All of those potentials must exist and manifest in the real behavior of a leader. When leadership behaviors are displayed in accordance with the expectations, needs, and actual conditions of subordinates, then it will be perceived and felt positively by subordinates, so that subordinates are willing to meet the wishes of the leaders, including improving performance for the achievement of organizational goals. Subordinates' support is a good will and also an important capital for leaders, because without the support of subordinates leaders may not be able to carry out their leadership function effectively and therefore less likely to also show the best performance in achieving the vision, mission and goals of the organization. The previous research has also proven the influence of leadership on performance. The research of Pradeep and Prabhu (2011) shows that effective leadership affects performance. Melmambessy's (2008) study also proves the same thing that leadership has an effect on performance.

Managerial ability is also known to have a direct positive effect on performance. These results indicate that high managerial skills will have an impact on improving school principals' performance. In the dynamics of organizational life, especially the principal, the managerial ability of leaders is absolutely necessary, especially for leaders who have managerial functions such as principals. Managerial skills reflected in the ability to plan school activities, organizing school activities, directing, and controlling or supervising the implementation of school activities are needed, especially for building performance, which among others is reflected in the planning of work programs, implementing work programs, completing tasks, completion of work, cooperation, administrative and financial management, results achieved, attention to subordinates, monitoring, and evaluating work. All aspects of this performance require the ability to plan, organize, direct, and control. This means that managerial ability is actually an antecedent or predisposing to principals' performance. In other words, without

adequate managerial skills it is impossible for the principal to have high performance.

The results of Afrida's (2006) research also proved that the managerial skills affect the effectiveness of the principals' work. This suggests that managerial skills can help the effectiveness of work that results in the performance of principals. Thus, the results of this study further strengthen and reinforce the results of the previous research on the influence of managerial capabilities on employee performance, with setting and locus of school organization.

Work discipline is also known to have a significant effect on performance. The results of this study indicate that work discipline has a direct positive and significant effect on performance. This means that high disciplinary intensity can improve the performance of the principal. This condition can occur because a disciplined principal means providing strong support for the creation of conducive, orderly, orderly and harmonious working conditions. The condition reflects the responsibility of the principal in his or her actions; have self-control, present at the workplaces according to the rules, responsible for tasks, complete tasks on schedule, carry out ethics and norms in school, shows ethic in communicating and build harmonious relationships with the residents of the school. When properly built this condition will in turn have an impact on the improvement of performance which is reflected in work program planning, work program implementation, timeliness in completing tasks, completion of work, cooperation, administrative and financial management, results achieved, attention to subordinates, supervision, and work evaluation.

The results of Runtunuwu, Lopian, and Dotulong (2015) studies also show that work discipline has a positive effect on employee performance. Thus, the results of this study further strengthen and reinforce the results of previous research on the influence of discipline to the performance of employees, with setting and locus of the school organization.

The style of leadership is also known to have a direct positive effect on the discipline of work. These results suggest that effective leadership will have an impact on improving the principal's work discipline. This condition can occur when a leader understands and realizes the importance of work discipline for his or her own performance as well as the performance of the school organization. Leadership styles shown in guiding subordinates and students, directing subordinates' work, controlling the implementation of school activities, communicating with subordinates and superiors, grooming, empowering subordinates, creating a conducive school atmosphere, caring about subordinates, involving subordinates in decision making, paying attention to subordinate career, and resolving conflicts will encourage high work discipline of the principals, especially with regard to timeliness, norms and values upholding, adherence to superiors, and adherence to established rules, since these leadership behaviors are



actually antecedents or predispositions that can cause the principal to have high work discipline. In other words, without specific leadership behaviors that reflect his leadership style it is impossible for the principal to work with high discipline.

The results of Muchsin's (2002) research also showed a positive and significant relationship between leadership and employee discipline. Thus, the results of this study further strengthen and reinforce the results of the previous research on the influence of leadership on employee discipline, with setting and locus of school organization.

Managerial skills in this research also have a direct positive effect on work discipline. These results suggest that high managerial skills will have an impact on improving the principal's work discipline. In the dynamics of organizational life, especially the principal, the managerial skills of leaders are absolutely necessary, let alone leaders who have managerial functions such as principals. Managerial skills reflected in the ability to plan school activities, organize school activities, direct, and control or supervise the implementation of school activities are indispensable, especially to build work discipline, which among others are expressed in timeliness, norms and values upholding, adherence to superiors, and obedience to the established order. Managerial skills are actually the antecedent that brings about principals' high managerial skills. In other words, without adequate managerial skills it is impossible for the principal to work with high discipline.

Leadership styles have a positive and significant influence on managerial skills. The existence of these positive influences indicates that the improvement of leadership styles will result in an increase in the managerial skills of the principals. These findings indicate that the ability of the principals as leaders in representing leadership behavior in accordance with the wishes, expectations and needs of subordinates will have implications for their managerial skills. The leadership style shown by a principal in guiding subordinates and students, directing subordinate work, controlling the implementation of school activities, communicating with subordinates and superiors, grooming, empowering subordinates, creating a conducive school atmosphere, caring for subordinates, involving subordinates in decision making, paying attention to subordinates' career, and resolving conflicts will encourage high managerial skills, particularly with regard to the ability to plan school activities, organize school activities, direct, and control or supervise the implementation of school activities, because these leadership behaviors are actually antecedents that inspire and cause principals to have high managerial skills. In other words, without specific leadership behaviors that reflect their leadership styles it is impossible for the principals to have high managerial skills.

## **CONCLUSION**

The results of this study concluded that, first, the leadership style has a direct positive effect on the performance of principals in public senior high schools in Jakarta Province. That is, the quality of a good leadership style can improve the performance of principals. Second, the managerial skills have a direct positive effect on the performance of principals in public senior high schools in Jakarta Province, that high managerial skills can improve the performance of principals. Third, work discipline has a direct positive effect on the performance of principals of public senior high schools in Jakarta Province, That high work discipline can improve the performance of principals. Fourth, the leadership style has a direct positive effect on the discipline of principals of public senior high schools in Jakarta Province. That means that the quality of a good leadership style can improve the discipline of the principals' work. Fifth, managerial skills have a direct positive effect on the discipline of principals of public senior high schools in Jakarta Province, which means that high managerial skills can improve the discipline of the principals' work. Sixth, leadership style has a direct positive effect on the managerial capability of principals of public senior high schools in Jakarta Province. That is the quality of a good leadership styles that can improve the discipline of principals' work.

As an implication of the results of this study, principals in public senior high schools in Jakarta Province can evaluate the quality of their leadership to find the weaknesses in order to make improvement as necessary, by involving the school community as the target of leadership. Principals of public senior high schools in Jakarta Province should also evaluate their managerial skills to find weaknesses or deficiencies so that they can be improved as necessary by asking for input from the school and superiors. While related to the discipline of work, the principals of public senior high schools in Jakarta Province can conduct an evaluation of work discipline oriented to conditions that indicate discipline related to time management, norms and values upholding, obedience to superiors, and compliance with the rules that have been established.

Recommendations that need to be followed up are improving the principal's leadership on the critical aspects of leadership styles such as guiding subordinates and students, directing subordinates' work, controlling the implementation of school activities, communicating with subordinates and superiors, grooming, empowering subordinates, creating a conducive school atmosphere, caring for subordinates, involving subordinates in decision making, paying attention to subordinate careers, and resolving conflicts, especially in relation to work discipline and principals' performance. Principals must also actively develop themselves in order to improve the effectiveness of their leadership. The managerial skills of the principals of public senior high schools in Jakarta Province also need to be improved by first conducting a survey using the

indicators: planning school activities, organizing school activities, directing and controlling school program implementation. From this survey, certain aspects of the managerial skills of principals which are still considered lacking can be seen, so the anticipation and solution can be formulated. The discipline of work can be improved by taking the timeliness, norms and values upholding, adherence to superiors, and adherence to the rules that have been established into account.

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